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Evaluation of the In-School Youth Work-Training Project for Fourteen and Fifteen Year Old Youth.
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A project to provide in-school work experiences for 14 and 15 year old junior high school students was conducted for the purpose of: (1) encouraging them to remain in school after the age of 16, (2) improving their school attendance and scholastic achievement, (3) providing opportunities for growth in the ability to work and explore aspects of the world of work, and (4) providing income, sound work habits, work training, and sellable skills fo" pupils from low income families. Data from the fall term of 1966 on 140 pupils who had participated in the program were compared with data from the fall term of 1965. A follow-up was conducted on 42 students who had participated in the project. The chi-square test of significance show no statistically significant changes in the frequency counts of absences or tardiness or changes in the distribution of academic grades or citizen marks. Case studies indicate that individual students did show progress in academic performance, in attitude toward school, and in social demeanors. In general, the program met only the objectives of providing earned financial assistance to needy pupils and providing pupils with supervised work experiences which will better prepare them for entry into the world of work. (MM)

ED026501

Detroit Public Schools	SUMMARY OF PROJECT EVALUATION (ESEA, TITLE I)	Research and Development January, 1968

Title Evaluation of the In-School Youth Work-Training Project for 14 and 15 Year-Old Youth

Purpose To evaluate the effectiveness of the project in providing in-school work experiences for 14 and 15 year-old junior high school youth so as to encourage them to remain in school after the age of sixteen, as well as to improve their school attendance and scholastic achievement; in providing opportunities for growth in ability to work and explore aspects of the world of work; and in providing income, sound work habits, work training, and saleable skills for pupils from low-income families.

Investigator Research and Development Department, Program Evaluation Section, John Andary, Evaluator

Period September 1, 1966, to August 31, 1967

Subjects 2900 fourteen and fifteen year old junior high students

Procedures Data from the fall term of 1966 on 140 pupils who had enrolled in the program prior to July 1, 1966, and who had participated throughout the fall term of 1966 were compared with data from the fall term of 1965, a period of time prior to project enrollment. A follow-up was conducted on 42 students who had participated in the project and who then went on to senior high school. Ratings by work sponsors for indicating performance on the job by participants were also obtained.

Analysis Data on attendance and tardiness were each subjected to the non-parametric median test. The chi-square test of significance was applied to the frequency distribution of academic marks and citizenship marks. Work sponsor ratings were tabulated and content analysis was made of the free responses.

Findings The chi-square test of significance indicated no statistically significant changes in the frequency counts of absence or tardiness. Also, there were no statistically significant changes in the distribution of academic grades or citizenship marks.

Case studies indicate that individual students did show progress in academic performance, in attitude toward school, and in social demeanor.

Ratings by work sponsors indicate that performance on the job by participants was generally average to above average. Participants were also rated as having improved in attitude and ability for performing adequately on the job.

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Of 42 students who had participated in the project, who had gone on to senior high schools and had attained the age of sixteen by May 1, 1967, 35 were still attending high school, six had dropped out, and one had left the city. These data are not considered significant because of the small sample and because each of these 42 students had participated in the project less than two months.

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EVALUATION OF THE PROJECT

IN-SCHOOL YOUTH WORK TRAINING PROGRAM FOR FOURTEEN AND FIFTEEN YEAR OLD YOUTH

Research and Development Department
Program Evaluation Section
Detroit Public Schools, Mich.
January, 1968

EVALUATION OF THE IN-SCHOOL YOUTH WORK TRAINING PROGRAM FOR FOURTEEN AND FIFTEEN YEAR OLD YOUTH*

The Problem

Many pupils living in areas of socio-economic deprivation suffer from severe economic pressures. These pressures affect their attitudes and achievements in school and are often found among the many reasons given for pupils' leaving school prior to graduation. The dropouts, in turn, add to the army of untrained manual laborers. Their situation is complicated further by the lack of a high school diploma. Even among the deprived youths who do remain in school, there has been little opportunity in the past for supervised work experiences which will help prepare them for the demands of the world of work.

The Project Goals

The project is designed to provide income and work-study experiences for disadvantaged fourteen and fifteen year old junior high youths. Although the wages paid to project pupils may not be enough to be of great aid to a family operating under financial limitations, it is hoped that the student who is able to buy some of his school and personal needs with money earned in this program will view school more favorably. The expectation, in terms of long range benefits, is that a large percentage of the pupil participants will not drop out of school on reaching their sixteenth birthday, but will continue their education through high school graduation. It is also expected that other behaviors, such as poor attendance and low scholastic achievement, which are symptomatic of early dropout, will improve.

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*Funded under the Elementary and Secondary Education Act, Title I

Ancillary goals of the project were to provide opportunities for pupils to grow in their ability to work, to permit them to explore aspects of the world of work and to test their interests, to help develop sound work habits, and to provide genuine work training.

Organization of the Project

The project is administered by a director and six experienced counselors who also act as coordinators. One of the counselors functions as coordinator for the non-public schools in the project area. While the coordinator is considered a part of the school staff for purposes of dealing with enrollees in the project, matters pertaining to regular school program adjustments continue to be the responsibility of the regular school counselor. Over the period of the project--September, 1966, through August, 1967 --approximately 2900 junior high school boys and girls, selected on the basis of recommendations from school faculties and administrators, worked an average of seven hours a week under the supervision of a work sponsor. During the summer recess the average work week was 22 hours. Work experiences were permitted during and after school hours and were limited to types which the pupils could perform with safety. It should be pointed out that although the 2900 participants represent an unduplicated count, the maximum number employed through this program at any one time was 2400.

The Evaluation Plan

The plan for the evaluation of the In-School Youth Work Training Project was designed to measure the effectiveness of the project in terms of its expected outcomes (product evaluation) and in terms of the service provided and methods used (process evaluation).

Besides the anticipated school holding power of the project, it was expected that the school records of the participants with respect to attendance, punctuality, citizenship, and scholastic achievement would show improvement. Hence, the approach was to compare pre- and post enrollment data on students who had been in the program at least six months. A search of the project files revealed that 140 students had enrolled in the program prior to July 1, 1966, and had worked at least through the fall term of that year. Hence, as a start in looking at the long range effects of the project, the school records of these 140 students were investigated.

Very little data on the holding power of the project was available during this first full year of operation of the project. As of May 1, 1967, only forty-two students who had participated in the program had reached their sixteenth birthday and had gone on to high school. Moreover, the longest period of involvement in the program for any of these forty-two students was only two months. Any follow-up on these pupils, therefore, was not considered as justifiable in terms of producing valid conclusions.

In addition, evaluative use was made of subjective data. The approaches used for gathering these data included staff reports, rating reports on the enrollees by the work experience supervisors, and anecdotal case studies. Interviews and discussions with the project staff and director contributed toward an examination of the methods, facilities, and staff operations in relation to the specific objectives of the project. The purpose of the process evaluation was to identify the changes needed to increase the effectiveness of the project in attaining its objectives.

Product Evaluation

Findings concerning the products, or outcomes, of the program are related to the objectives stated in the project proposal. Specific statements of expected behavioral objectives were developed at meetings held by the project director with his staff and the project evaluator. Following are the findings in relation to each objective:

Objective: Students enrolled in the program will improve in school attendance and punctuality.

A search of the project files revealed that 140 students had enrolled in the program prior to July 1, 1966, and had also worked at least through the fall term of that year. For comparison purposes the number of absences and tardinesses for the fall terms of 1965 and 1966 were obtained. The fall term of 1965 represented a period of time prior to the enrollment of these students into the program, and the fall term of 1966 represented a period of time during which these 140 students were participants.

Table I gives the frequency of the numbers of absences and tardinesses for the pre- and post enrollment semesters.

Table I

Frequencies of Absences and Tardinesses
of 140 Enrollees

Frequency of Absence or Tardiness	Number of Pupils			
	Absent		Tardy	
	Fall 1965	Fall 1966	Fall 1965	Fall 1966
None	27	25	45	44
1	12	13	22	21
2	6	11	17	13
3	10	14	10	11
4	7	8	9	11
5	7	7	6	6
6	10	9	3	2
7	7	4	2	5
8	10	7	2	4
9	2	4	3	0
10	8	4	4	1
11	4	4	2	1
12	5	2	0	1
13	0	1	3	0
14	3	9	1	2
15	2	0	1	3
16	5	1	2	1
17	0	2	1	0
18	2	4	1	1
19	2	1	0	1
20 or more	11	10	6	12
Mean	6.8	6.5	3.9	4.5
Median	5.1	3.9	1.2	1.4

The mean and the median for the number of absences both showed some improvement. While the conclusion can be drawn that there were fewer absences among a larger number of the enrollees during the fall term of 1966, the absence of a control group precludes meaningful interpretation. These data on the attendance and the tardiness were each subjected to the non-parametric median test. The results of the test indicated that there were no statistically significant changes in the frequency counts of either absenteeism or tardiness.

Objective: Students enrolled in the program will improve in academic performance.

For the same 140 participants and for the same pre- and post enrollment periods as stated in the first objective, the end of the semester marks in mathematics, English, and social studies were obtained. The following table gives the distribution of marks for the three academic subjects.

Table II

Distribution of Academic Marks
Obtained by 140 Enrollees

Mark	Frequency	
	Fall Term 1966	Fall Term 1967
A	29	24
B	72	85
C	158	137
D	137	137
E	23	36
Mean	1.87	1.81
Median	1.32	1.25

The chi-square test of significance was applied to these data. The results indicated that there was no statistically significant difference in the pre- and post enrollment distribution of academic marks.

Objective: Students enrolled in the program will improve in classroom citizenship.

Classroom citizenship marks were available on only 94 of the 140 participants defined in the first objective. The smaller number of citizenship reports were primarily a result of incomplete school records. The distribution of classroom citizenship marks, shown in Table III, are the ones associated with each grade received by the enrollees in their three academic classes.

Table III

Distribution of Classroom Citizenship Marks
Obtained by 94 Enrollees

Citizenship Mark*	Frequency	
	Fall Term 1966	Fall Term 1967
1	75	80
2	170	170
3	37	32
Mean	1.87	1.83

*1=excellent 2=average 3=poor

The chi-square test of significance was applied to these data. While there was a slight improvement in the mean of the citizenship marks, the results indicated that there was no statistically significant difference in the pre- and post enrollment distribution of these classroom citizenship marks.

Objective: The school dropout rate for those students who had been enrolled in the program will be lower than the dropout rate for the high school which they are attending.

Of 42 student participants in the project who had gone on to senior high schools and who had attained the age of sixteen by May 1, 1967, 35 were still attending high school and six had dropped out. The last one of these 42 former enrollees was dropped from the school rolls because he had moved and the Attendance Department was unable to determine his whereabouts. These data, presented for their academic interest, are not considered significant. First of all, the number of former participants under consideration not only is a small sample, but also was distributed

among ten different senior high schools. Secondly, each of these 42 students had participated in the program less than two months. It was felt by the project director and the coordinators that two months was much too short a period of time for the program to have had an impact on its enrollees.

Objective: Students enrolled in the program will develop the ability to perform adequately on the job and will develop attitudes conducive to good work.

Objective: Students enrolled in the program will acquire saleable skills as a result of their work experiences.

During the twelve month period of the project, 2900 junior high school youths had received supervised, paid work experiences. While the following listing is by no means complete, it may be considered typical of the general types of work done by the enrollees.

Clerical	Manual	
Counselor Aide	Audio-visual Aide	Laboratory Aide
Department Head Aide	Bookstore Aide	Locker Room Assistant
Library Aide	Custodial Assistant	Shop Aide
Office Aide	Food Store Aide	Stage Crew Helper
Receptionist	Ground Maintenance Aide	Supply Room Aide
Tutoring Aide		

Ratings by work sponsors indicate that performance on the job by participants was generally average to above average. Participants were also rated as generally having improved in attitude and ability for performing adequately on the job.

The following statements about trainees made by work sponsors are abstracted from individual Enrollee Progress Reports.

1. A could improve by being more resourceful.
2. The quality of B's work has improved.
3. C is developing into an excellent employee.
4. As time has progressed, D has gradually got a feeling for the job.
5. E needs to develop more individual initiative.
6. F's greatest need now is for additional typing skill.
7. G has shown improvement in following orders.
8. H was exceptional to begin with--there was no possible room for improvement.
9. J is in need of constant supervision.
10. A reduction in K's speed would improve her work.
11. A little more contact with the various aspects of the job will help L improve his efficiency.

While sound work habits were doubtless inculcated through supervision by work sponsors and most of the jobs provided genuine work training, there is some doubt that the experiences provided bonafide saleable skills, except on a very low level of competence. The job assignments as food store aides, ground maintenance aides, and custodial assistants may have provided experience for entry into these occupations; however, the most valuable products of the work-training are probably the attitudes and behavioral characteristics developed under wise and sympathetic supervision. The development of saleable skills is generally the product of education beyond the junior high school level. The most saleable product of the in-school work training is not skills, but the work experience which is demanded as a prerequisite for employment by many employers. It might be suggested that the objective

of providing "bonafide saleable skills" is unrealistic and should be changed to that of providing "work experiences which will facilitate entry into employment."

Objective: Enrollees will obtain a variety of work experiences.

The incomplete list of job assignments as reported on page 8 shows a wide variety of assignments. Although no analysis has been made of the types of activities involved in every job, discussion with the project director and the coordinators indicated that most of the jobs, in general, could be classified as being either clerical or manual in nature. To provide a sampling of the variety of work tasks performed by enrollees, one coordinator submitted such data. The enrollees involved were part of the 140 participants described under the first objective on page 4. That is, they were first enrolled in the project prior to July 1, 1966, and they were still on job assignments as of May, 1967.

Table IV

Number of Work Tasks Performed by
a Sampling of 35 Enrollees

	N	Clerical	Manual
Boys	16	22	17
Girls	19	41	12

In classifying the work tasks, the term was defined to mean the types of work actually performed by the trainee rather than the general type of job to which he or she may have been assigned. On occasion the trainee would perform both clerical and manual tasks for the same work sponsor. It

may be inferred from this information that there were opportunities for enrollees to explore different aspects of the world of work within a particular job assignment.

From the data in Table IV, it also appears that the girls are obtaining the jobs which emphasize clerical type tasks. While there may be justification in not assigning girls to manual jobs which might involve heavy work, it would seem that more "white collar" assignments could be found for boys.

No hard data, however, were collected as to the number of different work sponsors or general type of job classifications to which each enrollee was assigned. Conferences with coordinators indicated that regular transfer of enrollees among the work sponsors was not a practice. The probability was that the trainee had a different work experience and a different work sponsor if he transferred from the regular school work-training program to the summer program, or if he continued in the project for more than one semester. An estimate that appears to be acceptable is that 1½ is the average of the number of different work sponsors per trainee.

Objective: Individual students will show "dramatic" progress.

Often lost in the accumulation of mass data are the related incidents and stories that reflect an apparent impact of a program upon individual participants. The following anecdotal reports were selected as being illustrative of the somewhat more dramatic situations. They are not necessarily typical of the results of the project--many changes in enrollees are not dramatic. However, the descriptions which follow give evidence of some of the successes, and incarnate some of the ideals and objectives of the project.

The Case of Tom

Tom was a rather obese fifteen-year-old with a round smiling face and a mischievous twinkle in his eyes. His disruptive classroom behavior caused him to be frequently sent to the counselor's office by teachers whose patience had been exhausted. With some misgivings on the part of the administration, he was given an opportunity to work with the custodian as a part of the work-training program.

Within a very short time he established a good relationship with the custodian and seemed anxious to prove how capable he was of taking care of all assignments "cheerfully, quickly, and efficiently," as the custodian described his attitude. Before long the counselor reported that his antagonism was changed to friendliness and that teachers were not excluding him from class and referring him to the office.

The following summer Tom worked in a Head Start program. From my observation of the four-year-olds gathering round him and literally hanging on, it was clear that he was a favorite. The Head Start teacher praised his rapport with the children. He asked for a similar assignment for the next summer.

By his last semester in junior high, Tom was really a big boy and showed signs of maturing. He now bears himself with confidence among his peers and also with poise toward the school staff. I have seen him in conference with the assistant principal where there was an atmosphere of shared responsibility. The students say Tom is pretty good at stopping fights on the playground. Size counts, too.

The Case of Juanita

Juanita has been an excellent student aide during the past seven weeks in Head Start at Preston School.

She has worked with the children in all areas: art, music, literature, games, etc. She enjoys children and they relate well to her. We have three children enrolled in Head Start who speak only Spanish. Juanita has taken upon herself the task of teaching them English and has done remarkably well. She works with them daily using a scrapbook which she constructed from pictures found in magazines. The pictures are of things such as eyes, hair, car, dress, hand, etc. When she speaks to the children, she does so first in Spanish so they will understand. She repeats the phrase in English, and then the child repeats in English.

Juanita is always on time for work, does more than her share during the school day, and frequently remains in the room at the close of the day to offer further help. Several times she has taken projects home with her to work on in her spare time.

Juanita is dependable, courteous, and talented. Every opportunity available should be extended to the young lady for further employment and education. In my personal opinion, Juanita would make an excellent teacher.

The Case of Kathy

It was obvious that Kathy was having a great deal of difficulty in making a satisfactory school adjustment. She was 14 years of age, came from a family of seven which was supported by the A.D.C.

Teachers reported that Kathy showed an extremely poor attitude toward her classwork and toward school in general. She was usually very quiet, but when she was spoken to, she was rude and uncooperative.

She was dirty, very poorly dressed, and her school attendance was poor. One time she was seen in the hall during class time and when questioned by the teacher on duty, tearfully and stubbornly refused to return to "that room" because she didn't want to be with "that class". A conference with Kathy's homeroom teacher revealed that Kathy was not accepted by other members of the class. She was a "loner" and all efforts on the part of teachers seemed to have been in vain.

As soon as the Work-Study Program was initiated in our school, Kathy became one of its charter employees. After several weeks of working for her homeroom teacher, Kathy began to blossom. She became more conscious of her appearance; she gained friends; she walked with more confidence; she smiled.

She developed good work habits, showing dependability and punctuality. Her school attendance improved, and her teachers reported an improvement in her attitude as well as in her class work.

The Case of Ann

Ann, a 15-year-old Negro girl in a family of 11, came into the Junior High Work-Training program on June 8, 1966. She lives in a changing neighborhood on the east side of Detroit. Though her father, a factory hand, works hard to support the family, his $125.00 per week was not enough to meet all expenses. Last year they lost their home. Shortly after, Ann's

mother, pregnant with her tenth child, had a nervous breakdown. As the school year ended, a thread held this family together.

Ann's outlook reflected the seriously poor conditions in her home. She was insecure, inarticulate, slovenly dressed, weak in her studies, and generally slow to respond.

Two weeks after Ann came into our program I talked with her about how things were going. Her spirit seemed livelier now. Her dress was neat and colorful. She said that she would soon start summer school at Denby to study algebra because she had failed it. She would attend daily and travel seven miles each way. This would mean that she could work from one to five each afternoon at St. Catherine High School. I told her I would send some bus tickets, and she spoke in a clear tone, "That would help a lot." About one week later, I received a neatly, written, unsolicited letter from Ann indicating that the tickets meant much to her.

I stopped to talk with her about one month later. She wore fresh denim bermudas and a neatly ironed blouse. She was pleasant and quick to speak. She told me that she's doing better in algebra, that she'll do better in school next year, that she likes working, and that she hopes to buy some clothes for school and a present for her dad's birthday.

Ann's attitude toward the world around her has changed significantly in the last two months. She mixes more with the boys and girls at St. Catherine's (about 70% are white). She looks forward to a happy year in school. The improvement in her dress indicated greater self-respect. The letter she wrote points to a growing sense of responsibility. Her pleasant, articulate conversation with me showed confidence and maturity.

One year later ...

On August 30, 1967, I interviewed Ann again. By this time she had been in the Junior High Work-Study Program for over a year, including two summer periods. The indications are that this work-training experience has enriched her life considerably.

During her freshman year, before entering the program, she failed math and did poorly in history. Her other subjects were average. In her second year she achieved average grades in all her subjects except economics in which she got a "B".

During her freshman year she was absent 7½ days, a day or two at a time, scattered over the year. She was late 12 times. While in the program in her sophomore year, she did not miss a single day and was late only twice.

Ann is anxious to remain in a work-training program in order to buy clothes for school and gifts for her parents and family. She saved $162.00 for her tuition, books, and clothes; and wants to save more for further schooling.

Objective: Compensation for work performed will provide income for students from low income families.

Pupils were paid at the rate of $.70 per hour and the average work week during the regular school year was seven hours. During the summer session trainees were permitted to work more hours and averaged twenty-two hours per week. The pay rate was also increased to $1.00 per hour during the summer. The 2900 trainees whose work was subsidized by the project earned a total of $544,087. The mean of the earnings was about $188 per enrollee.

Process Evaluation

The chief aim of the process evaluation is the identification of changes that should be introduced to increase the effectiveness of the operation of the project in attaining its objectives. After the end of the regular school year, the project director and five of the six coordinators responded to an evaluation survey. They were asked to comment on or to recommend changes in the program that might add to its effectiveness.

Five of the six respondents commented on the selection of students for admission to the program. One felt that in view of the civil disturbances during the summer of 1967, the program should be expanded to include more students. Another coordinator strongly recommended boy-girl quotas in view of the fact that there was a much larger proportion of girls in the program. It was felt that the quota system should be based on the school attrition rates for boys and girls.

The three other respondents suggested that greater effort be expended in carefully selecting potential dropouts for the program. However, one took the position that financial independence should not prevent a student from being accepted as a trainee. Rather, the basis should be the possible school holding power of the program for any potential dropout.

The project director and all the coordinators looked forward to improvement in the work training and work supervision of enrollees. There were many sponsors who, innately or by design, took their new roles seriously and were thoroughly conscientious and competent. There were others, apparently, who left trainees alone and unsupervised, who did not organize work for the enrollees, and who, it is suspected, may have even contributed to

"casualties". The feeling, conveyed by the respondents regarding the work supervision of the enrollees, is that the program has evolved considerably during the short period of its existence. Improvements are hopefully aimed for through sponsor orientation and workshops as a regular and integral part of the program. The coordinators also expect to achieve improvement through a more careful selection of work stations and sponsors.

It was suggested, too, that there be developed some kind of coding or classification of jobs and sponsors. In like manner, the enrollee could be classified. Then, hopefully an optimized matching of job, sponsor, and enrollee could be effected.

Concern was also expressed about the lack of continuity and coordination between the junior high and the senior high work study programs. That is, a pupil who had been in the junior high program should be accepted in the senior high school work training program even though he has not attained the age of sixteen. The exclusion of such pupils from the work training program because he is "underage" for it when he enters senior high school is inconsistent with the general objectives of both programs.

Two of the coordinators looked upon regular staff meetings as being essential. It was felt that the coordinators could benefit from more extensive discussions of the various facets of the program as they relate to policy and practice. The suggestion was put forth that a workshop be held for staff preceding the beginning of each semester.

Apparently, a long time lag between the work performed by an enrollee and the receipt of the first pay check continues to be a problem. One coordinator wrote,

"I believe that any work training coordinator will attest to the fact that the first check an enrollee receives is an important factor in the overall program. This check is a tangible sign of a real job! It is a highly personal ingredient in a work training program. It means status. It is, in many cases, the first official document the youngster receives in his life. There may be many things an enrollee rejects in the adult world, but this is not one of them. It would be difficult to over-emphasize the importance of the timing of the first check. I am reasonably sure that I could have saved some of the hard-core boys that I had this summer if I could have sent them a check after two weeks of work. I lost four boys from half-way homes before they received their first check. You can not talk effectively to a boy or girl who has worked six or seven weeks without pay."

Summary and Conclusions

The long range primary objective of this project centers around an expected favorable impact on the holding power of the schools. It is hoped that students who participate in this project and earn an income to finance part of their personal and school needs will thus find it more possible to continue their education on through high school graduation. After a little more than one full year of operation, it is still much too soon for an appraisal of this major objective. Only a small number of those youths who would have had an opportunity to be in the program for at least one year has become sixteen years old as of last August. Some of this group of trainees will be starting high school this fall.

A variety of work experience tasks within a job assignment was apparently provided for the work training group as a whole, but the individual trainee usually remained on one job with the same work sponsor for the entire, regular school year. If a pupil is to obtain a variety of work experiences, the provision of which may be a function of the work sponsor,

then the opportunity for a change of sponsor should be routinely available. On the other hand, there could be situations where the relationship between the pupil and an interested adult work sponsor might be such that it is exerting a beneficial influence on a youngster who needs this kind of help. Under these circumstances the psychological needs of the student might take precedence over the need for a variety of work experiences.

The program has had success in providing income for students from low income families. However, it is felt that any favorable impact is limited in that only fourteen and fifteen year old youths are involved. The help afforded by this program is denied to needy twelve and thirteen year old students because of the legal age restriction on employment of minors. The project director and his staff would like to have amended the State of Michigan Hittle Juvenile Employment Act so that twelve and thirteen year olds may be employed in sheltered, school-related work situations.

Data from the fall term of 1966 on 140 pupils who had enrolled in the program prior to July 1, 1966, were compared with data from the fall term of 1965, a period prior to enrollment in the project. There were no statistically significant changes in the frequency counts of absenteeism and tardiness. Also, there were no statistically significant changes in the distribution of academic grades or classroom citizenship marks.

Although the mass data indicated no significant differences in attendance patterns and school marks during the fall semester of 1965 and the fall semester of 1966, anecdotal records report numerous pupils showing marked improvements. In the absence of similar data on a control group, it can only be conjectured that "no significant differences" may indicate a slowing down of the regression rates for the pupils' attendance and school marks.

Practically all the coordinators were concerned about the selection procedures as related to both the enrollees and the work sponsors. The suggestions were not so much divergent, but rather centered on ways of optimizing the potential benefits of the program. It was expected that even greater improvements could be effected through a more careful selection of work stations and sponsors and the development of a system for matching job, sponsor, and trainee.

During the past year, this project approached its objectives by encompassing as many students as possible. It is now felt that an emphasis on enrolling students displaying behaviors which are felt to be characteristic of early dropout should be attempted in order to look at the possibility of optimizing the benefits of the program. As a result, part of the future plans are aimed at the establishment of guide lines and the follow-through of their use in the selection of project participants.

Several changes in criteria for entrance into the program are anticipated. One requirement will be a high rate of school absenteeism. To be considered for the program, students must have patterns of irregular attendance with minimum absences of ten days per school year over a period of at least two years. Another criterion will be a prior record of poor scholastic achievement. In this category, prospective enrollees should have records of performing below grade level. Financial need will also be closely investigated in order to assure that the assistance is given to those falling within a defined poverty level. In addition, as an aid in the rehabilitation of youth, enrollment will be opened to referrals from social agencies.

The new selection procedures will also be combined with a reduced enrollment. The approximate work load per counselor-coordinator is projected at 150 enrollees as compared to over 450 during the first full year of operation. It is expected that each participant will thus be able to receive more individual counseling from the coordinator regarding his attendance at school, his adjustment to work, his scholarship, and other personal problems.

In summary, while the program has not significantly improved attendance or the grade point averages of the participants, it has provided them with work experiences under the direct supervision of an interested adult, and it has provided pupils from homes of very limited income with an opportunity to earn money. As the program becomes increasingly more selective in choosing probable dropouts as participants, it may be expected that attendance and scholastic achievement reports of the pupils will show lower ratings; on the other hand, there will be greater opportunity and possibility for improvement. Comments of the staff that there is a greater probability of boys rather than girls dropping out of school, indicate the need to include a greater proportion of boys in the program. Investigation of the distribution of clerical and manual labor jobs among boys and girls suggests the possibility of a more equitable distribution of the high prestige types of jobs among boys and girls. While the program has had a few notable successes, it has, in general met only two of its objectives--those of providing earned financial assistance to needy pupils and of providing pupils with supervised work experiences which will better prepare them for entry into the world of work. It is still too early to attempt to measure the impact of these experiences on the pupil or to estimate their contribution to his education.